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ABSTRACT

This handbook outlines the grade 3 course entitled "People as Members of Communities." A statement of the California philosophy of history-social studies education precedes the handbook's three sections. The first two sections present major goals of the overall program, an overview of social studies content for grades K-6, and a chart of content areas for grades K-12. Section 3 describes the topics, concepts, skills, learning activities, and media resources for the third grade level. Topics covered include local government, local history, community study, community groups, cultural diversity, group membership, cooperation, conflict, communication, and quality of life. Appendices contain California education codes concerning history and social science instruction and the observance of special events. (LP)

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THIRD GRADE

HISTORY-SOCIAL SCIENCE: A BRIEF CURRICULUM GUIDE*

*Excerpted from History-Social Science Curriculum Guide K-6

Division of Instructional Services
Fall, 1982

SP015549

TABLE OF CONTENTS

PHILOSOPHY OF HISTORY-SOCIAL SCIENCE EDUCATION IN CALIFORNIA..... i

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM..... 1
Major Goals Shown in Chart Form..... 2

K-12 SCOPE AND SEQUENCE

An Overview of Content in Grades K-6..... 3
Areas of Study K-12 Illustrated..... 4

CURRICULUM FOR THIRD GRADE - People As Members of Communities

Topics of Instruction.....5-6
Concepts..... 6
Skills: Study/Critical Thinking/Interpersonal.....6-7
Suggested Learning Activities.....7-10
Media Resources.....10-11

APPENDIX A

Education Code Requirements Affecting
History and Social Science Instruction.....12-13

APPENDIX B

Education Code Sections Requiring the
Observance of Special Events.....14-15

ACKNOWLEDGEMENTS

PHILOSOPHY OF HISTORY-SOCIAL SCIENCE

*EDUCATION IN CALIFORNIA**

The central purpose of history-social science education is to prepare students to be humane, rational, understanding and participating citizens in a diverse society and in an increasingly interdependent world-students who will preserve and continue to advance progress toward a just society. Therefore:

- To function effectively as citizens of the world, the United States, and California, students need to appreciate their common human historical and cultural background, as well as to esteem their own and others' individual and group heritages.

- To function effectively in society, the individual needs a breadth of knowledge about human social situations--knowledge that exceeds immediate experience. The individual needs an awareness of the ways in which other men and women have derived answers to the crucial questions of human existence. The individual also needs the ability to take the perspectives of others and the capacity for understanding multiple perspectives on historical and social phenomena. And the individual must understand that the crucial questions of human existence are ethical as well as emotional and intellectual.

- As participating members of a democratic society, men and women must know how to cope with social problems and to use reason, evidence, and judgement. They must be able to act with responsibility and to accept and to respect the rights and dignity of others. The individual must have a well-developed value system and be willing to act upon it, either independently or as a member of a group. Social science instruction designed for use in the public schools in California should help young people to grow into such men and women.

- Each student is entitled to receive a broad, balanced, well planned and well integrated series of learning experiences in history and the social sciences throughout the educational program, kindergarten through grade twelve. Instruction in history and the social sciences must be compatible with the developmental characteristics of children and young people.

- Social science programs should take full advantage of the school and community as learning environments. Students and teachers should be encouraged to draw upon the many resources available to them, such as parents, community leaders, elected officials, labor, business and government, cultural organizations, the mass media, libraries and persons who are knowledgeable about and sensitive to the great ethnic diversity of America.

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*From History-Social Science Framework for California Public Schools, (Sacramento, California: California State Department of Education, 1981) p. 3.

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM

The history-social science program is an area of the curriculum charged with great responsibilities. That program which begins in kindergarten and which should continue without interruption through grade twelve is premised on the conviction that history-social science education is basic to the development of an informed and effective citizenry. It is that area of the curriculum primarily and most directly concerned with helping students understand themselves and others, appreciate their heritage and learn how the nation and the world in which they live came to be. It also is that area of the curriculum which is primarily and most directly concerned with helping students learn how to function effectively in the school, local, state, national, and global societies in which they live.

Because of the responsibilities with which it is charged, the history-social science program is directed toward the attainment of four major goals:

Knowledge

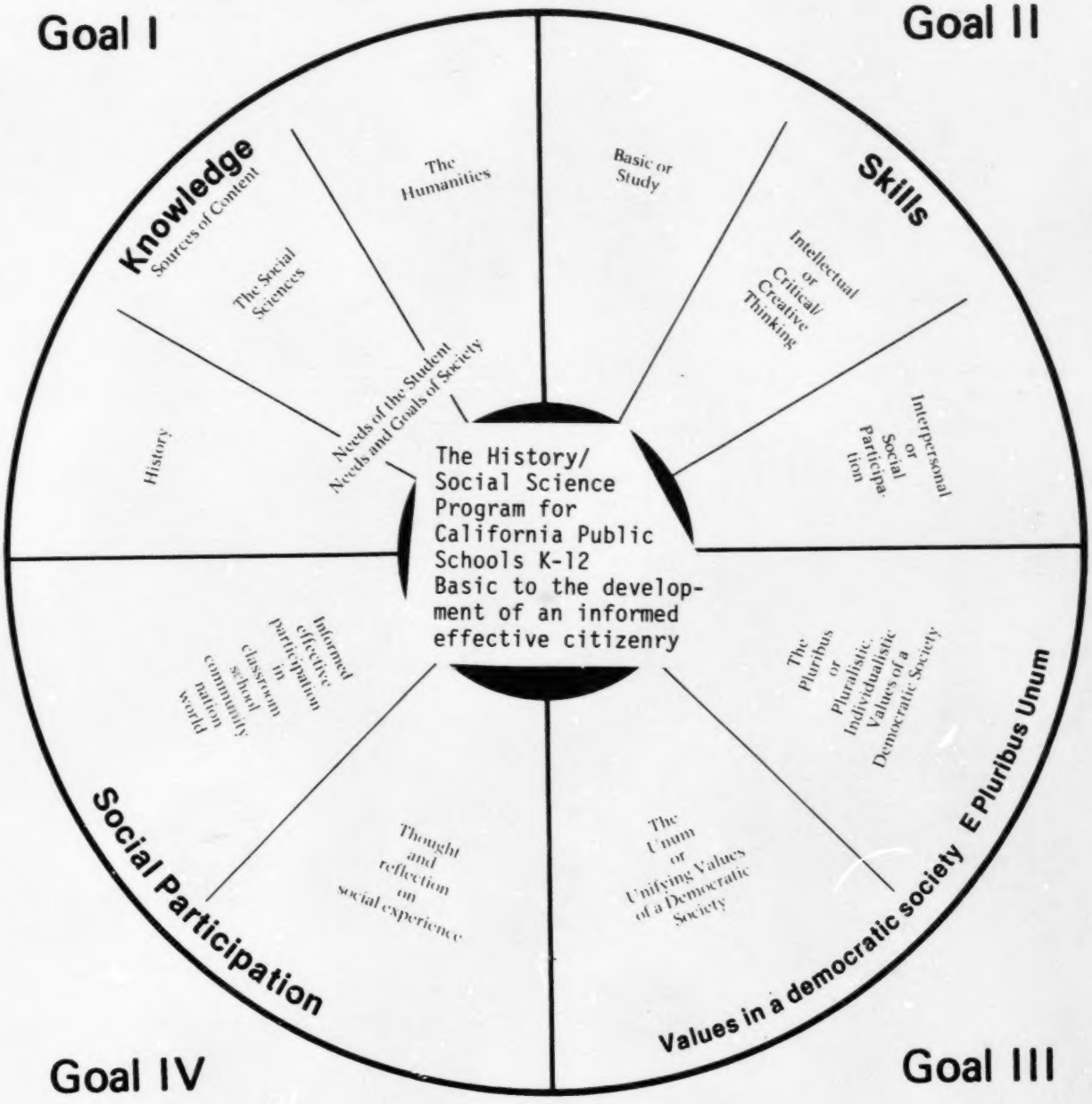
Skills

Values

Social Participation

Those goals are illustrated in the circular chart shown on page 2.

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM


Goal I
Goal II
Knowledge
Sources of Content
The Humanities
The Social Sciences
History
Needs of the Student
Needs and Goals of Society
Basic or Study
Skills
Intellectual or Critical/ Creative Thinking
Interpersonal or Social Participation
The History/ Social Science Program for California Public Schools K-12 Basic to the development of an informed effective citizenry
Informed effective participation in classroom school community nation world
Thought and reflection on social experience
The Unum or Unifying Values of a Democratic Society
The Pluribus or Pluralistic Individualistic Values of a Democratic Society
Social Participation
E Pluribus Unum
Values in a democratic society
Goal IV
Goal III

K-12 SCOPE AND SEQUENCE

An Overview of Content in Grades K-6

Content in grades K-6 focuses on helping children understand people as individuals, as members of groups and the settings in which people, past and present, live and interact.

Grade Level	Major Focus
KINDERGARTEN: Myself And Others In My World	Learning about the physical/social/emotional dimensions of self and others.
GRADE 1: People At Home And At School	Exploring relationships of people in homes/schools. Developing understanding/appreciation of how roles, ethnic heritages, traditions, physical environment, social/economic factors, influence people's daily lives.
GRADE 2: People As Members of Groups	Exploring relationships of people in groups and among groups. Group norms, roles, responsibilities, communication, problem solving, and decision making.
GRADE 3: People As Members of Communities	Understanding the nature of communities and how people make communities function.
GRADE 4: People of A Region: California	Understanding the diversity of California's geography, people, social and economic environments. Appreciating California's rich history. Comparing/contrasting California with other regions in the world.
GRADE 5: People of A Nation: The United States	Learning about the geography of of the United States and its rich history. Emphasis on the individual men and women and groups who have helped shape our nation and on their contributions to its political, economic, social, and cultural life.
GRADE 6: Our World, Its Diverse Peoples And Their Societies	Learning about the geography of Earth, its many diverse peoples and their societies. Emphasis on four basic, universal elements common to all cultures: language, technology, beliefs and institutions (family, government, education, religion, and economic institutions.)

Areas of Study:
Grades Kindergarten through Twelve

THE INDIVIDUAL IN POLITICAL, ECONOMIC, AND SOCIAL SYSTEMS

THE UNITED STATES: IDEALS TRADITIONS, AND INSTITUTIONS

WORLD CULTURES

CITIZENS AND CIVICS

THE AMERICAN EXPERIENCE

THE CHANGING WORLD

OUR WORLD, ITS DIVERSE PEOPLES, AND THEIR SOCIETIES

THE PEOPLE OF A NATION: THE UNITED STATES OF AMERICA

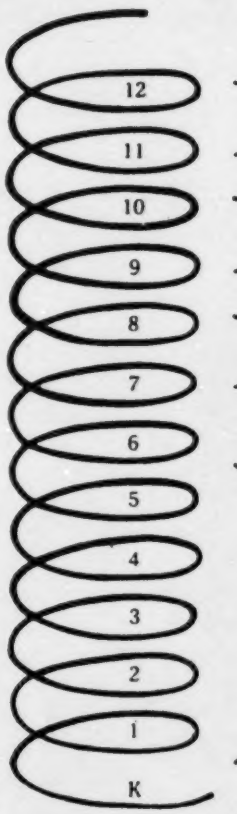
THE PEOPLE OF A REGION: CALIFORNIA

PEOPLE AS MEMBERS OF COMMUNITIES

PEOPLE AS MEMBERS OF GROUPS

PEOPLE AT HOME AND AT SCHOOL

MYSELF AND OTHERS IN MY WORLD



Grades 11 - 12
focus:
U.S. ideals, traditions, Institutions; Political, Economic and Social Systems

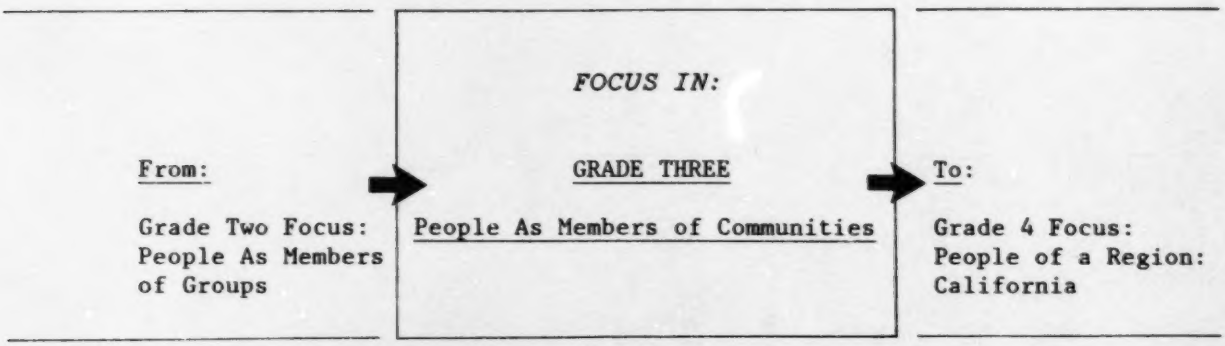
Grades 9 - 10
focus:
Civic literacy and a World View

Grades 7 - 8
focus:
How our nation/world came to be as they are.

Grades K - 6
focus:
People: Where and How they live

HISTORY-SOCIAL SCIENCE IN GRADE THREE

Topics of Instruction, Concepts, Skills
Suggested Learning Activities and Media
Resources for Third Grade



THIRD GRADE - People As Members of Communities

Communities--locally, nationally and worldwide--are a dynamic living and changing phenomena. Within every community people act in both their individual and group capacities. They rely upon and influence one another. Within communities there is a great diversity. Understanding the nature of different communities and how people make communities function is the major focus of the curriculum in grade three.

TOPICS OF INSTRUCTION:

1. People as members of groups. (Note: A brief review of the major theme or focus of instruction in grade two.)
2. What is a community?
3. My community--where is it? (Includes map skills)
4. Our community-its past, present, and future.
5. How community groups rely upon and influence one another.
6. The diverse cultures and peoples who make up and contribute to our community.
7. How our community is governed.

8. Cooperation, conflict and communication within our community.

9. Appreciating and preserving the beauty of our community and improving the quality of life in it.

10. How does our community compare/contrast to other communities in California, in the United States and in the world? (Includes map skills.)

CONCEPTS:

The following concepts to be introduced, or reinforced and extended in grade three flow from or are allied to the topics for instruction. Not only should students in grade three be introduced to these concepts through planned readiness experiences and/or explicit, systematic instruction, but students should be encouraged to incorporate them into their working vocabularies and to evidence their comprehension of them in other ways as well.

Neighbor
Neighborhood
County
Resources--human, natural, and community
Location
Relative location
Maps and mapping
Resources-human natural, and community
Community cooperation/ conflict/communication
Government
Election
Community
Officials
Mayor/council members
County Board of Supervisors
Citizen
Volunteers
Diversity--age, ethnic, linguistic
Community service
Comparison
Influence
Interdependence
Common interests
Quality of life
Groups and peoples
Problem solving
Decision making
Beauty
Heritage

SKILLS:

At each grade level skills drawn from the three major categories shown below are to be introduced, reinforced, and extended. The following list of skills appropriate for grade three is not exhaustive. It is an illustrative listing, but the skills identified here are to be included as objects of explicit, direct instruction in grade three.

A. *Basic or Study Skills: Students in grade three should learn to:*

- Give a brief talk about some person or event of importance in the community's or in Kern County's social, cultural, economic, or political life.
- Listen to, compare/contrast ideas expressed in group discussion and then arrive at warranted conclusions.
- Draw a map of the community properly oriented as to direction.
- Given maps of Kern County, California, and the United States, recognize the home community.
- Describe important landforms, resources and landmarks of the home community and in Kern County.
- Identify major community service organizations--both public and private.
- Prepare/interpret a simple line graph.
- Use a table of contents, index, glossary.

B. *Intellectual or Critical/Creative Thinking Skills: Students in grade three should learn to:*

- Interview a member of the community/county to learn more about the community's/county's past, a current development or pressing problem, or about plans for the community's/county's future.
- Report on a current event in the community's/county's life using information gleaned from television viewing or from reading the newspaper.
- Dramatize an event of significance in the community's/county's past.
- Write a short composition describing how some essential community/county function is performed.
- Using specific criteria, compare/contrast the home community/county with another to be found elsewhere in the United States and/or in the world.
- Create organized lists.

C. *Interpersonal or Social Participation Skills: Students in grade three should learn to:*

- Organize and participate in classroom elections.
- Formulate classroom and/or group rules through discussion, reflection, and the development of consensus.
- Participate in an activity which will benefit the home community or a group within the community. (i. e., a clean-up campaign, volunteer service to elderly shut-ins, write letters/visit a local community agency such as a hospital, convalescent home, police station, park, etc.)
- Host a group of community "old-timers" who are invited to the class to talk about their experiences.
- Provide service or assistance to the school or classroom or to newcomers to the community.

SUGGESTED LEARNING ACTIVITIES:

The activities listed here were suggested by experienced teachers of grade three to illustrate some ways in which children can be motivated and encouraged to participate actively in the learning process. All of the activities are appropriate to the history-social science topics to be studied in grade three. Many of them also correlate with or reinforce instruction in other curriculum areas.

1. Use various maps to help children learn where their community is located in Kern County, California, The United States, the world.

2. Let the children draw pictures of buildings with which they are familiar in the immediate neighborhood of the school. Then take a large piece of butcher paper and on it draw in the street on which the school is located and neighboring major streets or roads. Let students then decide where each of the buildings stand and put it on the map in the appropriate place.

3. Teach the children some rudimentary interviewing skills, then encourage them to conduct interviews with parents, friends, neighbors, or others to learn more about the economic activities of their community/county. For example, the students might interview people who make things, who sell things, grow things, transport things, people who entertain others, people who build things, and people who provide services to others. The students then could share their knowledge with one another through short oral reports. A variation could be interviewing people who are active in the social/cultural life of the community and/or those who are in the political and economic life of the community/county.

4. Plan with the children for a number of community field trips so that the children can learn first hand about the political, economic, and social life of their community and from the people who are involved in those aspects of community life. In advance of the visits, let the students suggest questions they want to ask. Review with students the proper etiquette for field trips. Follow-up with sharing of ideas, writing compositions, and writing thank you letters to their hosts/hostesses.

5. Bring to class copies of a local paper. Ask the students to look through the paper and circle in red crayon all of the stories which they can find about their own community/county. Ask them to select one of the news stories about which to give a short oral report in class. Use the news stories as a springboard for discussing some of the community's or Kern County's major concerns.

6. Let the children take home sheets of drawing paper to trace around the hand of some adult (parent or other) and to find out what work he or she does. Let each child show his/her drawing and give a short talk about the kind of work that hand does. Then ask the children to suggest a good title for a bulletin board display of the drawings of the hands. Prepare the bulletin board, making it an all-class project. Follow-up by asking the children to write a sentence or two describing the work of each hand. Add the compositions to the bulletin board.

7. Ask the students to "nominate" the place they consider most beautiful in their community/county and to give the reasons for their nomination. If possible, plan field trips to one or more places which are especially appreciated by the children. Alternatively, suggest that the children may visit those places with their families. Then discuss ways/means of preserving that beauty and of increasing the attractiveness of other parts of their environment: classroom, school, community.

8. Discuss and list on a chart or butcher paper "People I Depend Upon in My Community" or "People I Depend Upon in Kern County". This list could continue to grow during the course of the academic year and as students learn more about their community and Kern County.

9. Let the students work in small committees to find out how various local/county institutions such as the fire department, library, sheriff's office, courts, child care centers, etc., serve people's needs. Each committee then should share its knowledge with the other. That sharing could occur through oral reports or dramatizations. Students could draw pictures to illustrate the work of a particular agency. They could also devise a simple flowchart to illustrate how a given agency responds to requests for help.

10. For homework, give the children a shopping list of items to price at a supermarket. Ask them to add up their totals and report back to the class. This activity correlates well with arithmetic.

11. Ask students to write a composition entitled "What I Would Do If I Were Mayor of this Community" or "What I Would Do If I Were A Member of the Kern County Board of Supervisors". In their compositions, the students should suggest ways and means for improving the quality of life for all citizens.

12. Students can make life-size dolls of historical figures or persons who represent important occupational groups in Kern County. They can give oral reports on the person, occupation, etc. (A teacher at Norris School has the directions for making life-sized dolls and will share them upon request.)

13. Have pupils cut out pictures from magazines which show sharing in a community. These might be made into a scrapbook.

14. Label the four walls with N, S, E and W and give students directions such as "Take three steps W. Stop. Take two steps N., etc.". Have the students chant "North, south, east, west, home's the place I love the best!" while clapping high (for north), low (for south), right (for east), and left (for west).

15. Assign student committees to keep a record of the weather/temperatures in the community for a week. Let the committee make a chart, graph, or pictograph which conveys that information. The next week let another committee bear that responsibility and so on. Let each committee explain its chart or pictograph to the class and then put it on the bulletin board. At the end of the month, take time to discuss the charts and to help the students draw appropriate generalizations from them.

16. Select several other communities in the world as subjects for students' research. Then let the students prepare a report which compares/contrasts their home community with another in some other part of the world, emphasizing both the likenesses and the differences of the two communities.

17. Let students make a mural showing the history of the community or of Kern County from its beginnings to the present. Students can make sketches on large pieces of paper and then the pictures/sketches can be pasted onto the mural.

18. Let students address a letter to a friend, going from his/her house address to the city, state, nation, world, universe.

19. Arrange for "pen pals" so that students can correspond with peers in another community, state or nation.

20. Teach the children to sing/enjoy the songs and dances of the various ethnic groups represented in the community/county.

21. Feature songs which celebrate groups of people being together such as "The More Get Together", "Hail, Hail the Gang's All Here", "For He's a Jolly Good Fellow", etc.

22. Plan a visit to local musical groups. For example, students could go to hear the Bakersfield Symphony, attend a band concert, etc.

23. Use one or more of the Project CHOICE units listed below. These units are available from the Kern County Superintendent of Schools Office: Career Education.

    1. Introduction to Occupations and Life Styles (Stock #117): Helps students understand the seven basic needs and the satisfaction of needs and wants through work.
    2. Hospitals (Stock #62): Helps students to understand the variety of services provided by a hospital and to relate school skills to those used by hospital workers.
    3. Physicians (Stock #63): Explores some work, equipment, and skills of doctors; relates information about some body organs, illnesses and first aid.
    4. Nursing (Stock #105): Helps students relate importance of nursing to everyday life; increases awareness of nursing skills and responsibilities.
    5. Kern County Petroleum (New Release Stock #79)
    6. Restaurants (Stock #119): Helps students understand types of restaurants, various jobs and related businesses, health and safety regulations and school skills used.
    7. Ecology Workers (Stock #100): Helps students become aware of problems of energy, resources, pollution, and the work and tools of ecology workers.
    8. Kern County Agriculture (Stock #177): Makes students aware of the interaction of the farmer, farm worker, and community, as well as the diversification of land used which constitutes a farm.
    9. Introduction to Dairy Occupations (Stock #111): Familiarizes students with processes involved in providing milk and milk products; explores consumer-product relationship.
    10. The Post Office (Stock #115): Helps children understand and appreciate the services provided, the variety of jobs, and the responsibilities of post office workers.
    11. The Newspaper Carrier as a Small Businessperson (Stock #116): Helps students become aware of the effort and responsibility of newspaper carriers, as well as the necessary skills and qualifications.

MEDIA RESOURCES

These are just some of the audio visual resources which could be used to supplement the topics of instruction at this grade level. These items and others may be ordered from the Kern County Superintendent of Schools Office: Instructional Resource Center (IRC). For information about how to order, see the introductory pages of the current AV Materials Catalogues and Supplements available at each school site. Further information or assistance may be obtained by telephoning the IRC at (805) 398-3759.

CITIES AND GEOGRAPHY - WHERE PEOPLE LIVE 5831
MP 3 10 MIN MGHT 1968
DEVELOPS THE CONCEPT OF MAN'S UNIVERSAL NEED FOR SHELTERS AND HOW AND WHY VARIOUS SHELTERS ARE DIFFERENT.

CITY WATER 7474
MP 3 7 MIN CSDWR 1979
WITH THE HELP OF WATER DROP NAMED DEWEY , CHILDREN LEARN HOW WATER IS USED IN URBAN AREAS.

CLEAN WATER 7469
MP 3 6 MIN CSDWR 1979
CHILDREN AND DEWEY WATERDROP DISCOVER WHY WATER MUST BE PURIFIED. A FRESH WATER TREATMENT PLANT AND A SEWAGE TREATMENT PLANT ARE VISITED.

DISCOVERING THE LIBRARY (2ND ED.) 2142
MP 3 12 MIN CORF 1974
AN INTRODUCTION TO VARIOUS RESOURCES AVAILABLE TO YOUNG CHILDREN AT A PUBLIC LIBRARY.

FAMILIES - ALIKE AND DIFFERENT 5662
MP 3 15 MIN CF 1976
FIRST FILM IN CHURCHILL'S CROSS CULTURAL FAMILIES SERIES. INTRODUCES CHILD ORIENTED COMPARATIVE STUDY OF FAMILY LIVING IN JAPAN, MEXICO, AND UNITED STATES.

FAMILIES - EARNING AND SPENDING 5663
MP 3 15 MIN CF 1976
CHILDREN DESCRIBE HOW THEIR FAMILIES EARN AND SPEND MONEY. FAMILIES SHOWN ARE FROM JAPAN, MEXICO, AND UNITED STATES.

FAMILIES - FOOD AND EATING 5667
MP 3 15 MIN CF 1976
SHOWS FOOD AND EATING PATTERNS OF THREE FAMILIES. FAMILIES SHOWN ARE FROM JAPAN, MEXICO, AND UNITED STATES.

FAMILIES - TEACHING AND LEARNING 5669
MP 3 15 MIN CF 1976
CHILDREN FROM FAMILIES OF JAPAN, MEXICO, AND UNITED STATES DESCRIBE THEIR SCHOOLING AND OTHER LEARNING EXPERIENCES.

GOLDEN EMPIRE OF KERN 6031
MP 3 28 MIN CS 1958
A DESCRIPTION OF THE CROPS, INDUSTRY, GROWTH, AND THE PRINCIPAL INTERESTS OF KERN COUNTY.

IT'S A SMALL WORLD FOLKTALES 3577
FK 6F, 4TC, IM DISNEY 1975
ASIA - LADY MENG, THE FAITHFUL WIFE. AFRICA - BUMBE'S MAGIC BOAT. HAWAII - THE STRONGEST BOY IN THE WORLD. NORWAY - THE MYSTERIOUS TUFTE-FOLK.

MAPS - WHERE AM I 6221
MP 3-6 11 MIN AIMS 1971
USES AERIAL PHOTOGRAPHY AND ANIMATION TO PRESENT BASIC CONCEPTS USED IN INTERPRETING MAPS.

OCEAN - A FIRST FILM 934
MP 11 MIN BFA 1968
EXPLAINS THE INFLUENCES OCEANS HAVE ON ALL LIVING THINGS, INCLUDING MAN.

PEOPLE 6361
MP 3 11 MIN AIMS 1969
SHOWS PEOPLE OF ALL AGES AND RACES AS THEY REST, WORK, AND PLAY TO DEMONSTRATE THAT PEOPLE ARE DIFFERENT YET ALIKE.

PEOPLE WORKING WITH DATA 7485
MP 3 7 MIN MGHT 1976
HIGHLIGHTS CAREERS THAT INVOLVE COLLECTING, ORGANIZING, AND COMMUNICATING DATA, INCLUDING WEATHERCASTER, BANK CLERK, BIOLOGIST, AND OTHERS.

PEOPLE WORKING WITH PEOPLE 7483
MP 3 7 MIN MGHT 1976
EXPLORES THE VARIETY OF CAREERS THAT FOCUS ON TEACHING, SERVING, AND CARING FOR OTHERS.

PEOPLE WORKING WITH THINGS 7484
MP 3 7 MIN MGHT 1976
SHOWS CAREER POSSIBILITIES FOR THOSE WHO LIKE TO MAKE, OPERATE, OR FIX THINGS, SUCH AS POTTER, TELEPHONE LINEMAN, AND OTHERS.

POSTAL SERVICE - LETTER TO A FOOTBALL HERO 6327
MP 3 16 MIN EBEC 1977
TRUE STORY ABOUT A BOY WITH A HEARING DISABILITY AND HIS CORRESPONDENCE WITH A PRO FOOTBALL PLAYER IS USED TO SHOW WORKINGS OF U.S. POSTAL SERVICE.

SAVE WATER 7470
MP 3 5 MIN CSDWR 1979
CHILDREN EXPLORE WHAT CAN BE DONE TO SAVE WATER. AFTER DEWEY DROP EXPLAINS THAT CALIFORNIA DOES NOT HAVE WATER TO WASTE.

WATER FOR INDUSTRY 7471
MP 3 5 MIN CSDWR 1979
SHOWS HOW WATER IS USED TO PROCESS FOOD PRODUCTS AND HELP IN MANUFACTURING. EXPLAINS RECYCLING OF INDUSTRIAL WATER.

WHY PEOPLE HAVE SPECIAL JOBS - THE MAN WHO MADE SPINNING TOPS 0279
MP 3 7 MIN LCA 1970
PRESENTS PRINCIPLES OF DIVISION OF LABOR IN AN ANIMATED STORY OF A PREHISTORIC TOYMAKER WHOSE FRIENDS PROVIDE HIM WITH FOOD SO THAT HE CAN DEVOTE FULL TIME TO MAKING SPINNING TOPS.

WHY THE SUN AND MOON LIVE IN THE SKY 3451
MP 11 MIN ACI 1970
A NIGERIAN LEGEND ABOUT THE SUN AND MOON WHO LIVED ON LAND UNTIL THE SEA CAME TO VISIT THEM AND THE INUNDATION FORCED THEM INTO THE SKY.

WHY WE HAVE ELECTIONS - THE KINGS OF SNARK 2305
MP 3 9 MIN LCOA 1972
A TALE SET IN A MYTHICAL KINGDOM DEMONSTRATES THE CONCEPT AND PROCESS OF HOLDING ELECTIONS TO SELECT GOVERNMENT OFFICIALS.

WORKERS OF OUR COMMUNITY 6071
MP 3-6 11 MIN CORF 1978
THE MAYOR INTRODUCES ELECTED OFFICIALS, DOCTORS, ARCHITECTS, TEACHERS, POLLUTION CONTROL OFFICERS, AND TRASH COLLECTORS TO SHOW THE IMPORTANCE OF THEIR JOBS TO THE WELFARE OF THE COMMUNITY.

BEST COPY AVAILABLE

APPENDIX A

Education Code Requirements Affecting History and Social Science Instruction

DUTY CONCERNING INSTRUCTION OF PUPILS CONCERNING MORALS, MANNERS AND CITIZENSHIP

44806. Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism and a true comprehension of the rights, duties and dignity of American citizenship which also includes kindness towards domestic pets and the humane treatment of living creatures, and to teach them to avoid idleness, profanity and falsehood, and to instruct them in manners and morals and the principles of a free government.

AREAS OF STUDY: GRADES ONE THROUGH SIX

51210. The adopted course of study for grades 1 through 6 shall include instruction beginning in grade 1 and continuing through grade 6, in the following areas of study:

.....

(c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development and government of California and the United States of America; the development of the American economic system including the role of the entrepreneur and labor; man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues. (h) Such other studies as may be prescribed by the governing board.

INSTRUCTION IN SOCIAL SCIENCES: GRADE ONE THROUGH SIX

51211. Instruction required by subdivision (c) of 51213 Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California and the United States of America, with particular emphasis on portraying the roles of these groups in contemporary society.

EDUCATION CODE REQUIREMENTS (continued)

INSTRUCTION IN SOCIAL SCIENCES

51221. Instruction required by subdivision (b) of Section 51220 in the area of study of social sciences shall also provide a foundation for understanding the wise use of natural resources.

PORTRAYAL OF CULTURAL AND RACIAL DIVERSITY

60040. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society including:

(a) The contributions of both men and women in all types of roles, including professional, vocational and executive roles.
(b) The role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, European Americans and members of other ethnic and cultural groups to the total development of California and the United States.
(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

PROHIBITED INSTRUCTIONAL MATERIALS

60044. No instructional materials shall be adopted by any governing board for use in the schools, which, in its determination contains:

(a) Any matter reflecting adversely upon persons because of their race, color, creed, national origin, sex or occupation.
(b) Any sectarian or denominational doctrine or propaganda contrary to law.

REQUIRED TO BE ACCURATE, OBJECTIVE, CURRENT AND SUITED TO NEEDS AND COMPREHENSION OF PUPILS AT RESPECTIVE GRADE LEVELS

60045. All instructional materials adopted by any governing board for use in the schools shall be, to the satisfaction of the governing board, accurate, objective, and current and suited to the needs and comprehension of pupils at their respective grade levels.

APPENDIX B

Education Code Sections Requiring the Observance of Special Events

Note: See Appendix A for the Education Code sections that outline specific course requirements affecting history and social science instruction in the public schools of California.

Lincoln's and Washington's Birthday Exercises

37223. All public schools and educational institutions throughout the state shall hold exercises in memory of Abraham Lincoln and George Washington on February 12th and February 22nd, respectively, or on the day in which school is in session next preceding, if the specified day is a holiday.

Anniversary of Adoption of Constitution

37224. All public schools and educational institutions shall include in the schoolwork on or near the anniversary of the adoption of the Constitution of the United States exercises and instruction for pupils suitable to their ages in the purpose, meaning and importance of the Constitution of the United States, including the Bill of Rights.

Conservation, Bird and Arbor Day

37225. March 7th of each year, the anniversary of the birthday of Luther Burbank, is set apart and designated Conservation, Bird and Arbor Day.

All public schools and educational institutions shall observe Conservation, Bird and Arbor Day not as a holiday, but by including in the schoolwork of the day, suitable exercises having for their object instruction as to the economic value of birds and trees, and the promotion of a spirit of protection toward them, and as to the economic value of natural resources, and the desirability of their conservation.

Susan B. Anthony Day

37226. February 15th of each year, the anniversary of the birthday of Susan B. Anthony, is designated and set apart as Susan B. Anthony Day.

All public schools and educational institutions shall observe this day with suitable exercises, directing attention to the development of the political and economic status of women in the United States, through the efforts of Susan B. Anthony.

Black American Day

37227. March 5th of each year, the anniversary of the death of Crispus Attucks, the first black American martyr of the Boston Massacre, is designated and set apart as Black American Day to direct attention to the development of black people in the United States of America.

All public schools and educational institutions shall observe this day with suitable exercises.

Dr. Martin Luther King, Jr. Day

37227.5 All public schools and educational institutions throughout the state shall, on January 15th of each year, the anniversary of the birth of Dr. Martin Luther King, Jr., hold suitable exercises commemorating, and directing attention to the history of, the civil rights movement in the United States, and particularly the role therein of Dr. Martin Luther King, Jr.

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